

Inspection report for early years provision

Unique reference number	505888
Inspection date	13/02/2012
Inspector	Karen Prager
Type of setting	Childminder

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the childminding

The childminder registered in 1996. She lives with her partner and adult daughter, in the Liden area of Swindon. The whole of the house is available for childminding, though children spend the majority of their time downstairs. There is a downstairs toilet and an enclosed garden available for outside play. The family has seven cats, three degus, one rabbit and a large fish tank. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under eight at any one time and of these, three may be in the early years age range. She is currently caring for four children within the early years age range and one older child. All children attend on a part-time basis. The childminder collects children from the local school and pre-school. The childminder has gained a level three qualification in home-based childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are welcomed into a relaxed environment where they are kept safe. The childminder is suitably supportive of children's individual needs. Children make satisfactory progress overall as planning is not linked to children's individual development. There is a reasonable range of suitable resources available; however, the children have limited opportunities to play outdoors. Positive relationships have been developed with parents, though there are limited opportunities for parents to be involved in children's learning. The childminder regularly assesses her provision and is suitably placed to maintain sound continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop outdoor play to provide children with rich and diverse learning opportunities all year round
- plan activities which are based on children's next steps in learning
- extend ways to include parents in supporting their children's learning.

The effectiveness of leadership and management of the early years provision

The childminder has a secure understanding of child protection issues. She knows the procedure to follow if concerns arise, having recently completed training to

strengthen her knowledge. Documentation is clear, well maintained and easily accessible if needed. Written policies and procedures are in place so that the childminder and parents are clear about what is expected. The childminder keeps a clear record of the risk assessments that she carries out and holds an appropriate first aid certificate. The childminder regularly reflects on her practice and assesses the quality her provision through discussion with parents. The childminder has taken steps to improve children's health and safety since the previous inspection. She provides separate flannels for children and she supervises children closely so that they do not leave her home unattended. The childminder regularly assesses the quality of what she provides and demonstrates a positive attitude to keep improving the outcomes for all children.

Equality and diversity is appropriately promoted, as the childminder makes sure children have equal access to the experiences and activities that she offers. The childminder has arranged her home to be welcoming to all children and their families. Essential information, such as the certificates of registration and insurance are on display. Bright posters are visible at the children's level. The childminder has an appropriate selection of toys kept in storage boxes in a large cupboard. The childminder chooses some activities for the children and assists children in selecting any toys they wish to play with.

The childminder has built positive relationships with parents who say that they are pleased with the care their children receive. She shares information with them about the service she offers, before the children start attending and she welcomes their views. The childminder regularly talks with parents so that they remain reasonably well informed about their child's care and general development. However, she does not share detailed information about the children's learning so that parents can become more involved. At present, children do not attend other settings. However, the childminder has a clear understanding of the need to link with other early years settings. She has links with the local school and pre-school and is ready to share information should children attend these settings in the future.

The quality and standards of the early years provision and outcomes for children

Children settle easily with this friendly and experienced childminder. She comes to know children well through observing them and talking with their parents. Overall, children are well cared for and make satisfactory progress in their learning. The childminder has a sufficient knowledge of the learning and development requirements and uses her experience of caring for children to support them. She keeps a record of the monthly observations and she assesses children's development every few months. Some planning of age-appropriate activities takes place. Regular craft activities are organised and music time is scheduled. However, children's next steps in learning are not clearly identified, which means that subsequent learning is limited.

Young children show that they are starting to develop role-play scenarios. They select small people figures to play with in the dolls house. They roar like a dinosaur and eagerly show their toys to others. Children enjoy singing familiar songs. They take part in regular music sessions when they bang and shake instruments as they listen to songs on the television. Children develop an understanding of number as the childminder incorporates concepts such as number into the children's day. This is extending their awareness of counting and building on their skills for the future. Children explore different media and frequently participate in craft activities. They enjoy the feel of shaving foam, rubbing their hands in the tray then patting their face. They comment as they clap their hands together and make 'snow'. They smile when they see their reflection in the mirror. Children receive assistance in spreading glue and they decorate a heart shape with tissue paper to give to a parent on Valentine's Day. This encourages children to consider others. Children play together with positive support from the childminder. They come to know that it is nice to share and receive praise when they do so. The childminder supports appropriate play encouraging the children to bang toy gently on the table with the toy figures.

Children know what is expected of them. They sit at the low table, ready for their lunch and wait patiently until others finish before they receive their yoghurt. The children eat fresh fruit snacks supplied by the childminder. Children readily eat the banana slices and express preferences about which fruit they prefer. Children are well supported in developing skills in self-care. The childminder works with children and their parents when children show readiness for toilet training. Children of all ages are helped to wash their hands before they eat, using wet wipes or soap and towels. Older children can say which facecloth they use as the hooks have clear labelled. Children develop good understanding of how to keep safe and can say that the heater might be hot. Young children know that they must stop at the next lamppost when they are walking to school. They also know they must hold the pushchair when they walk by a busy road. Regular outings to local parks and toddler groups help children learn about the wider world as they meet with other carers and children. Children also play outdoors in the garden but rarely do so during the winter months. This means that children who learn better when outside are not so well provided for.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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